



# SUMMER 1: 2025/6 Medium Term Planning – Turtles



## Local Memories, Broadening Horizons

### Subject

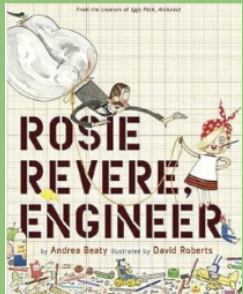
### Objectives Covered

English

ROSIE REVERE, ENGINEER -

I can: Consistently form my letters, show the difference between capital and lower-case letters, begin to join.

- Form nouns by compounding - tooth + brush = toothbrush
  - Learn how to use the suffixes –er, –est in adjectives
  - Use of the suffix –ly to turn adjectives into **adverbs - use of adverbs to express how a verb is acted**
  - Use expanded noun phrases for description and specification
  - Use subordination conjunctions (using when, if, that, because) Co-ordination (or, and, so, but)
  - Know and use the grammatical patterns in a sentence to indicate its function as an exclamation.
  - Correct choice and consistent use of past and present tense
  - Use capital letters, full stops and question marks to demarcate sentences.
  - Use apostrophes to mark singular possession
  - Use commas to separate items in a list
  - Start sentences in a variety of ways
- 
- Check and edit my own work



### Outcome

INVENTION TEXT  
POETRY.

Handwriting - consistency , form and size Y1 Beginnings of cursive Y2.



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## Maths

### Multiplication and division

#### I can:

- Count in 2s, 5s and 10s
- Count in 3s
- Recognise equal groups
- Make equal groups
- Add equal groups
- Make arrays
- Multiplication sentences
- Commutativity
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times-table
- Divide by 2
- Doubling and halving
- Odd and even
- The 10 times-table
- Divide by 10
- The 5 times-table
- Divide by 5
- The 5 and 10 times-tables

### LENGTH AND HEIGHT

#### I CAN:

- Measure length using objects
- Measure length in centimetres
- Measure length in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights

### STATISTICS

#### I CAN:

- Make and read tally charts
- Read tables
- read block diagrams
- Draw pictograms
- Interpret pictograms



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## Science

Animals - living things and their habitats (Y2)

- I can tell the difference between things that are living, dead, and have never been alive.
- I can explain why the different habitats are a good place for certain plants and animals.
- I can identify and name a variety of plants and animals in different habitats.
- I can explain how animals are suited to the habitat they live in.
- I can describe how animals get their food.
- I can use the words *food chain*, *producer*, and *consumer*.
- I can build a simple food chain (e.g. grass → rabbit → fox).
- I can explain that animals (including humans) need food, water, and air to survive.
- I can explain why exercise is important.
- I can describe how eating the right foods helps me stay healthy.
- I can explain why hygiene (like washing hands) is important.

*I can work scientifically - using equipment, drawings, tables to experiment and record my observations.*

## Outcome

End of unit quiz

## Personal Social Emotional

My beliefs:

- I can talk about what is important to me and what I believe.
- I can share my ideas and listen to others' beliefs.
- I can respect that people have different beliefs and values.
- I can describe the groups I belong to and why they matter
- I can make choices about what is right and understand how my actions affect others.



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## History/ Geography

### The story of the Titanic - continued

- I can say what the Titanic was and know that it was a ship from the past.
- I can talk about what life was like on the Titanic, including who travelled on it.
- I can explain what happened to the Titanic and why people still talk about it today.
- I can spot differences between the past and today, by comparing travel on the Titanic with travel now.

### This will be mixed in with Geography topic - Hot and cold places

- Identify hot and cold areas of the world in relation to the Equator and Poles
- Understand weather patterns and climate using basic geographical vocabulary
- I can compare what it is like to live in a hot place and a cold place.
- I can use maps, globes, and simple directions to explore hot and cold places.
- I can explain why some places are hot and others are cold and describe what lives there.

## Outcome

There will be DT outcomes creating sliders - also quizzes, posters and written recounts. There will be map work, artwork and food related activities

## Art

### PRINTING

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

#### KS1 Art and Design National Curriculum

To become proficient in other art, craft and design techniques  
– printing.

To develop a wide range of art and design techniques in using colour and texture.

I can:

- a copy an original print;
- b use a variety of materials, e.g. sponges, fruit, blocks;
- c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;



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	use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.
<b>Outcome</b>	Creating art prints from and representing different animals, climates and countries
<b>DT</b>	<p style="text-align: center;"><b>MAKE, PART 2</b></p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <ul style="list-style-type: none"><li>• <b>Finish creating sliders to show the Titanic against the iceberg.</b></li></ul> <p style="text-align: center;"><b>COOKING AND FOOD TECH</b></p> <p>Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from.</p> <p>I can:</p> <ul style="list-style-type: none"><li>a explain where in the world different foods originate from;</li><li>b understand that all food comes from plants or animals;</li><li>c understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li><li>d name and sort foods into the five groups in the Eatwell Guide;</li><li>e understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li></ul> <p>use what they know about the Eatwell Guide to design and prepare dishes.</p>
<b>Outcome</b>	Make different foods that come/ represent different climates, and produce - related to science History and Geography topics
<b>Music</b>	<p>SING UP and Music Express</p> <ul style="list-style-type: none"><li>• I can explore the music of Sibelius</li><li>• I can consider the imagery created by Finlandia</li><li>• I can move in response and in rhythm to music</li><li>• I can understand how music, dance and drama combine in storytelling</li><li>• I can explore voices to create descriptive musical effects</li><li>• I can compose and play music for a specific purpose</li><li>• I can perform to an audience</li></ul>
<b>R.E.</b>	<b>Why do people have different views about the ideas of God? (Y2)</b>



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	<p><b>(Implementation) Key information we will learn:</b></p> <ul style="list-style-type: none"> <li>✓ I can explain that the word 'God' is a name.</li> <li>✓ I can explain the key beliefs about God from at least two different religions/worldviews.</li> <li>✓ I can explain how a person's behaviour is connected to their view of God.</li> <li>✓ I can discuss different stories/narratives that illustrate beliefs about God.</li> </ul>	
<b>Outcome</b>	Fact files, narratives, discussions, artwork	
<b>Computing</b>	<p>Using ICT to help us with our topics:</p> <ul style="list-style-type: none"> <li>● <b>With support</b>, I can type in the correct information to discover pictures of the Titanic, maps or weather. (Y1)</li> <li>● I can use the internet to find simple facts about the Titanic and hot and cold places. (Y2)</li> <li>● I can share what I have learned about the topics using pictures, talking, or writing. (Y1/2)</li> <li>● I can take notes from what I see and read. (Y2)</li> <li>● I can follow the rules I have learned about using a computer effectively and safely (Y1/2)</li> </ul>	
<b>Outcome</b>	Use these skills to help fulfil the history and geography objectives	
<b>PE</b>	<p><b>Net games</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>● <b>Throw, catch, hit balance and run</b></li> <li>● <b>Select and apply a skill and make decisions</b></li> <li>● <b>Support others and show respect</b></li> </ul>	<p><b>Hitting and fielding</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>● Throw in different ways, catch, roll, bowl jump and bat</li> <li>● Encourage others</li> <li>● Collaborate with others</li> <li>● Use tactics</li> </ul>



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- Show perseverance

- Select when and how to apply a skill.

## Links to: Local memories, Broadening Horizons

Working with local musicians towards a performance

Working towards local art exhibition

Performing the end of year show with local and national actors and musics

Train trip